

## Dictogloss as a Comprehensive Teaching Technique to Use with EFL Iraqi College Students

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### Abstract

The study investigates Dictogloss technique impact on Iraqi EFL college students' overall achievement (Reading, Writing, and listening skills) suggesting it as a comprehensive adequate technique. 51 second year college students have chosen present the sample of the present study, 26 students for experimental group and 25 for the control one, in which conventional way of teaching English three skills is conveyed. Research findings indicate the difference in pupils' scores at the post-test in which the experimental group subjects' achievement in the summative post-test found to be higher than the control group one, a statistically significant increase with the use of Dictogloss technique in the post-test administration has been seen for the experimental group samples. Basis on the obtained results, the researcher is highly recommended adopting Dictogloss in teaching English language for EFL second year college students, due to the obvious high recorded scores of the experimental

group in the post-test considering the control group.

**Keywords:** Dictogloss, Comprehensive Teaching Technique

### I. Introduction

#### 1.1 Problem and Significant

With the continuous demands to find a new comprehensive method or technique that applicably can be used with Iraqi EFL learners in colleges or schools. A lot of studies certified the weakness of Iraqi learners in English language four skills, in her study Nibras Aljubouri (2003:1) argued the necessity for a well-planned and competent teaching method with the low grades of students achievements, and since the development of reading comprehension skills is crucial for English language learners, Hameed (2009) has discusses the problems that students have with reading as follows: They are afraid; they are more concerned with getting the correct answer than with the more important process of how to get the answer. Raheem (2019)

goes up with Hameed and attributes reading difficulties to the students' poor language proficiency or inability to decode a text and lack of skills to cope with reading comprehension. Lazim & Oda (2017). Also have claimed the importance of reading comprehension considering it as the responsible for developing other language skills. Teachers and educators have to remedy teaching techniques and methods by adopting and maintaining flexible ones, for the sake of improvement and development. Listening comprehension in the other hand suffers from neglecting and ignorance, though the attempts to naturalizing it, the attempts face failure and neglecting goes back (AL-KHAFAJI,2013:1). Writing skill emphasize is little above some other English Language certain skills, that's how Aqrawi (2005:3) describes it in her master thesis by trying to shade lights on obstacles and solutions.

All previous and recent studies tries to find the most suitable and accurate technique to use with Iraqi students and help them overcome barriers they face when learning English language. It is hoped with this study, Dictogloss can work as a comprehensive technique to promote Iraqi EFL learners overall achievement.

## 1.2 Dictogloss as A comprehensive Technique

As mentioned by Younis and Bataineh (2016:47) "Dictogloss has generally been reported to positively affect EFL students' language development in writing and in the other three language skills alike". According to Stewart et al. (2014) "It also helps in expanding other areas of linguistic, communicative, and human development (e.g., writing, opinion-sharing, and learner-centered negotiation) which involve students and teachers alike", it helps to promote language productive skills writing and speaking among language learners while at the same time integrating the other skills. It is an interactive dictation teaching technique that use dictation activity where learners listen to a short text, note down keywords and then work together to create a reconstructed version of the original text. *"It helps in promoting the cooperative learning and can assist in the development of both the teacher and students' listening skills. In dictogloss only the gist of the text is expected to be produced by the students"* that is what Jibir-Daura has said (2013:113). Vasiljevic (2010:41) defines dictogloss as *"an interactive approach to language learning in which text*

*reconstruction stimulates both the negotiation of meaning and cooperation endeavor that fosters learners learning process”.*

### 1.3 The study Aim

The study aims to find out the effectiveness of Dictogloss as a comprehensive teaching technique on Iraqi EFL college students overall achievement.

### 1.4 Hypotheses of the study

It is hypothesis that there are no statistically significant differences between the experimental group, which is taught with Dictogloss; and the control one, which is taught by the conventional way, in their achievement scores in the summative aptitude post-test.

### 1.5 Study Limits

1. Iraqi second grade students at English department/ College of Basic Education/ Misan University for the academic year (2018-2017).

2. Reading comprehension second grade “Developing skills” for Alexander book instructions where used

### 1.6 Study Value

1. Overcome the difficulties, is what is hoped from this study for Iraqi students

and to follow the accurate way to deliver information and meaning for Iraqi teachers

3. Helping instructors to appreciate the accurate methodologies that is used to teach Iraqi EFL learners.

### 1.7 Procedures

To conduct the experiment , the researcher has chosen three classes of 101 students after equalizing the sample and excluding 20 repeaters (A, B and C) randomly, two by lottery (B) as experimental group of 25 students and (A) as a control group of 26 students. The last class (C) was chosen to apply the pilot study on in which the researcher examined the test on 30 student to ensure the content validity. After that a pre-test has been conducted for experimental and control groups both. Where the post-test is meant to be conducted as a finish up for the experiment.

## 2. Material and Methods

Due to the nature of the experiment, a Pre-Posttest Design has been conducted. Three days before start applying the technique, the samples in both experimental and control groups were exposed to the prepared pre-test. 51 second grade students at English department have been chosen to be the sample of the study,

College of Basic Education, Misan University, during the academic year 2018-2017. Out of three groups (A), (B), and (C). Two groups are selected randomly in a lottery process. (B) to present the experimental group, and (A) to present the control one. After excluding 20 repeaters from both control and experimental groups, 51 students were left 25 were meant to be in group (A) and 26 for (B). The equalization of both groups is checked according to the sex (male and female), age and an aptitude pre-test.

**2.1 Sex:** Chi-square formula, had been used to show if there is a statistically significant difference between the two groups, the counted X<sup>2</sup> exposed (1.40) value which is lower than the tabulated X<sup>2</sup> which is (3.62) value at (1) degree of freedom and (0.005) level of significance see (Table 1).

*Table (1) Chi-square value for differences in Sex variable between the Control and*

Groups	Number	Mean	SD	T – value	
				Calculated	Tabulated
Experimental	25	127.960	5.144	1.013	2.021
Control	26	126.577	4.597		

### *Experimental Groups*

Group	Number		Counted X <sup>2</sup> Value	Tabulated X <sup>2</sup> Value	df	Level of Significance
	Male	Female				
Control	7	19	1.40	3.62	1	0.005
Experimental	5	20				

**2.2 Age:** This variable has been measured by months at the beginning of the academic year 2018–2017, the researcher used the t–test of independent samples, where the calculated t–value was (1.013) which is less than the tabulated t–value that was (2.021) at (0.05) level of significance and (49) degrees of freedom, so results showed no statistical significant difference between the two groups according to the age variable see in Table (2) below:

*Table (2) T – Test Results for Students' Age*

**2.3 Aptitude Pre-test:** The researcher applied an aptitude t-test to compare students' achievements before and after the experiment. The results showed that there was no statistically significant difference between the two groups, the calculated t-value was (0.660) which is less than the tabulated which was (2.021) at (0.05) level of significance and (49) degrees of freedom as shown in Table 3 below:

*Table (3) T – Test Results for Aptitude pre-test*

Groups	Number	Mean	SD	T – value	
				Calculated	Tabulated
Experimental	25	35.6	8.231	0.660	2.021
Control	26	34	9.033		

**2.4 Instruments of the Study:** to ensure the face validity of the pre and post tests, the first form of the pre and post-tests was exposed to a number of experts in ELT and Linguistics field to ensure validity. According to experts' view, test items were valid except seven items, five have been replaced and 2 were omitted. The post-test consists of 30 items. 28<sup>th</sup> of Feb., 2018 the test has been applied on 30 second grade students, group "C" at English department,

College of Basic Education, Misan University to be the pilot sample of the study. No serious ambiguity has been found concerning the aptitude test. Students took 90 minutes to do the test. To obtain the correlation Coefficient of students' scores on the odd numbered test items against their scores on the even numbered test items, The Pearson Correlation Coefficient Formula has been used to conduct reliability (0.92).

**2.5 Experiment Application:** the experiment started on the 4th of March, 2018 till the 1st of April, 2018 lasted for five weeks during the first course of (2018-2017). The schedule for the groups was: Sunday for the experimental group and Tuesday for the control one.

**2.5.1 The Control Group:** traditional way for teaching reading was used with the control group for two hours per week. The passages and instructions of the formal book /Developing Skills have been adopted, (Thirteen Equals one/Unknown Goddess/The double life of Alfred Bloques/The facts/Smash and Grap/Crazy).The instructor chooses reading comprehension lesson due to the flexibility of this lesson to be taught in different techniques and methods. The researcher



reads the passage loudly or asks a student to read. Answering comprehension questions was what happen then to help students overcome vague vocabulary.

**2.5.2 The Experimental Group:** Same passages have been taught for the experimental group. The instructor (the researcher) tries to reduce panic factor by telling students what they are about to listen and what she wants them to do and comfort them about repeating the chosen text thrice or so. In the first time, she asks students to listen only, the second time students are required to write down the key words of the read texts, the third time students are supposed to write down a whole sentences to reconstruct the original texts at this stage students are working alone, after that the researcher asks the class to form a small groups to works together on text reconstruction, after that students compare their answers with the original texts, sometime the instructor.

**2.6 Final Administration of the Aptitude Post-test:** On the 8th of April, 2018, a post-test has been applied for the control and experimental groups to evaluate the new technique impact on the experimental group overall achievement with the conventional one (control group).

### 3. Results:

To test the main hypothesis, the two groups have been calculated as shown in Table (4) below:

*Table (4) Results of T-Test for the total summative aptitude post-test*

Groups	Number	Mean	S D	T - value		Level of significance
				Calculated	Tabulated	
Experimental	25	36.360	11.184	2.425	2.021	0.05
Control	26	28.769	11.165	5	1	

Table (4) exposes the statistical significant difference between the two groups in the mean scores of the summative test for the benefit of the experimental group. The calculated t-value is (2.425), which is higher than the t-tabulated (2.021) at (0.05) level of significance and (49) degree of freedom. Accordingly, the main null hypothesis is rejected.

### 4. Conclusion

In the light of the results obtained, using dictogloss technique to teach EFL Iraqi students' has proven to be very helpful and recommended. The technique

helped students to overcome shines by group work and develop writing skill by note taking and the comparison that takes place among students, as well as listening comprehension throughout the concentrating on words and sentences time sequences by drawing attention to the accurate pronunciation of the words. Reading improvement has been witness at the final stage when students compare their reconstructed text to the original to figure out things that they have missed, students have also noticed the detailed information for passages, a grammatical improvement, spelling and vocabulary acquiring have also seen during the experiments and the final test.

## 5. Recommendations

The researcher is highly recommend using this technique in teaching English language. Group work is a vital activity inside the classroom that helps to develop students' personality and courage when facing their mistakes. Slowing down when reading, and action performing may also help students to understand the text. Dictogloss helps students in grammar, spelling and vocabulary as well

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## أستخدام الدكتوجلوس كأسلوب تدريسي شامل لطلاب الجامعات العراقية دارسي اللغة الانجليزية كلغة اجنبية

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المقدمة

تبحث الدراسة في تأثير أسلوب الدكتوجلوس على التحصيل العام لطلاب الجامعات العراقية دارسي اللغة الإنجليزية كلغة أجنبية في مهارات (القراءة والكتابة والاستماع) مما يوحي بأنها تقنية شاملة كافية، حيث تم اختيار ٥١ من طلاب جامعة ميسان السنة الثانية كعينة للدراسة الحالية، وأشارت النتائج إلى وجود افضلية لنتائج المجموعة التجريبية على المجموعة الضابطة بزيادة ذات دلالة إحصائية مع استخدام تقنية



الدكتور جلوس في الاختبار البعدي. وبنائنا على النتائج التي تم الحصول عليها ، ينصح الباحث بشدة اعتماد الدكتور جلوس في تدريس اللغة الإنجليزية لطلاب كلية المرحلة الثانية ، وذلك بسبب النتائج العالية المسجلة الواضحة للمجموعة التجريبية مقارنة بالمجموعة الضابطة.

**الكلمات الافتتاحية: الدكتور جلوس ، الأسلوب التدريسي الشامل**